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ENG 1002G-018: Composition and Literature

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ENGLISH 1002-G COURSE GUIDELINES

English 1002-G, Spring 2003

Instructor: Tammy Veach

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Office Hours: 8:30 – 9:00, 11:00 – 12:00 MWF and by appt.

Texts: Meyer, *Poetry, An Introduction*, 3rd Ed.
 Charters, *The Story and Its Writer*, 6th Ed.
 Jacobus, *Bedford Intro to Drama*, 4th Ed.
 Griffith, *Writing Essays About Literature*, 6th Ed.
 Fulwiler and Hayakawa, *The Blair Handbook*
 Merriem Webster Collegiate Dictionary

COURSE DESCRIPTION AND OBJECTIVES: This course is designed to make you better readers, writers, and thinkers, but I hope it will also encourage you to enjoy and appreciate literature. Along the way, we will examine works from three literary genres (poetry, fiction, and drama), works written by men and women from culturally-diverse backgrounds which we will explore within historical, social, cultural, and aesthetic contexts. And because this is also a composition course, we will write quite a bit about this literature (at least 5,000 words, but probably much more than that). Expect to spend approximately two hours reading, analyzing, and writing about each day's assignment before coming to class.

SPECIAL INFORMATION ABOUT THIS CLASS: Because ENG 1002-G is a writing-centered course, you may choose to submit a freshman-level essay from this class to your Electronic Writing Portfolio, an EIU graduation requirement. If you did not submit to your EWP in your ENG 1001 class, see me for instructions. In order to be enrolled in this class, you must have passed ENG 1001-G with a grade of C or higher, or must have received credit through transfer credit or through the CLEP proficiency examination.

ATTENDANCE, MAKE-UP, AND LATE WORK: If you miss class, it is your responsibility to find out what we did that day; illnesses or emergencies do not exempt you from class obligations. Our syllabus is merely tentative, so check with me to see if any changes were made in your absence. Your regular attendance is important – attendance is recorded at the start of every class, and **unexcused absences will substantially hurt your grade**, especially in the following ways:

- In-class work (exams, quizzes, writing exercises, etc.) can be made up only if your absence is excused. And quite frankly much of our class content is generated by student-led discussions, which are simply impossible to replicate.
- Any work turned in late for any reason except an excused absence is graded down one letter grade for each day it's late.
- Your "daily" grade – worth 75 points – is based almost entirely upon your contributions to class discussions and your performance on in-class writing activities. If you're not here, you can't possibly participate, and your daily grade suffers!

Other important policies and information regarding attendance/ make-up work/ late work:

- Excused absences are granted only for **serious and verifiable** reasons (e.g. illnesses documented with a doctor's note, inclement weather for commuters, documented death in the family, etc.) – **NOT** for matters of personal convenience such as routine physical check-ups or stopping by Health Services to pick up a prescription, travel arrangements, appointments with advisors, extra-curricular activities (such as intramural sports, departmental club meetings, fraternity or sorority activities, etc.), job interviews, oversleeping, and so forth, **nor for illnesses or emergencies that I'm unable to verify**. Health Services will not provide you with a blanket excuse for missing class – walk-out statements will include the reason for your visit and a special notation if it is deemed that your visit was merely to get a note for class.
- Work to be missed due to participation in an **Official University function must be completed before your absence**. Be sure to notify and/or remind me in advance of your absence **to allow time to complete assignments before you leave**.
- Absences on assignment due dates, test dates, or conference dates will require strong verification before make-up privileges will be granted or before late penalties will be waived.
- **No assignments will be accepted more than one week after the due date**; a grade of "zero" will be recorded.

INFORMATION FOR STUDENTS WITH DISABILITIES: Contact the Coordinator of the Office of Disability Services (581-6583) as early in the term as possible if you have a documented disability and wish to receive academic accommodations. Please let me know, too, and realize that I can be of greater assistance to you if I am made aware of your disability early in the semester.

GRADING: English department standards will be used to determine grades on all written work. These are rather stringent guidelines, evaluating not only the quality and development of your ideas, but also style, organization, grammatical proficiency, etc. You will be graded on a variety of activities, but the quality of your writing will be the biggest determinant of your grade in this class. In calculating your semester grade, I will use a 90-80-70 scale. I anticipate assigning activities totaling 1,000 points for the semester, thus 900-1,000 for an A, 800 – 899 for a B, and 700 – 799 for a C. (For a variety of reasons I do not round off grades; for example, 799 points or 79.9%, still equals a C). If I make any changes to the point totals (for example, adding extra writing assignments if needed or giving reading quizzes if class discussion is weak), you will be forewarned, but such changes will affect the point totals listed above; however, I will still grade on a 90-80-70 scale. English 1002-G is graded on an A, B, C, and NC (no credit) basis, **so you must earn 70% (tentatively 700 points) to pass this class**.

TEACHER COMMENTS: You will receive detailed comments from me on all major writing assignments, comments that not only explain the grade you received, but which are designed to help you improve as a writer by pointing out what worked well in your essay as well as areas needing improvement. These comments are of no value, however, if you fail to read and examine them! Be sure to discuss the comments with me if you have any questions. You should also be aware that I will not correct grammatical errors for you nor will I point out every possible technical error in your essay but only the first, most serious, and most obvious problems; I expect you to identify the problem elsewhere in your work and to learn to correct it by studying your *Blair Handbook*, consulting with me, or working with English Department tutors in the Writing Center.

TENTATIVE REQUIREMENTS AND THEIR POINT TOTALS:

- **Essays, 500 points** – You are required to submit all work on your essays, from beginning to end – notes, brainstorming, rough drafts (save/print a copy of each rough draft, before new revisions), and final draft: Essay 1, poetry, minimum length of 750 words, mandatory conferences, worth 100 points; Essay 2, fiction, minimum length of 1,000 words, worth 200 points; Essay 3, drama, minimum length of 1,250 words, worth 200 points. All essays, rough drafts, etc. must be printed before you come to class – you will not be allowed to use class time or resources to print your work.
- **Exams, 100 points each, 300 points total** – All are primarily essay in nature; be prepared to write! Exam 1, poetry; Exam 2, fiction; and Exam 3, drama
- **Out-of-Class Writing Responses, 10 responses, 5 points each, 50 points total:** On 10 occasions this semester, all unannounced, you will be given a list of questions for the next day's reading assignment. You will choose to respond to one of those questions, and your response will be due at the start of the next class session, before we begin our discussion. **NOTE: You will be allowed to turn in a response only if you were present in class when the questions were assigned – no "blowing off" class and getting the assignment from your friend who was here.** If, on the day the assignment was given, you missed class for an excusable reason and provide the appropriate documentation upon your return, you will be given a make-up assignment.
- **Final Project/Presentation, 75 points:** More details on this later, but near the end of the semester you will be asked to develop a project related to poetry, fiction, or drama and to present this project to the class during our final exam period. You will have a choice of working either individually or with a group for this project.
- **Daily Grade – participation, discussion, in-class writing – 75 points:** Due to the interactive nature of this class, your attendance and participation are essential. Discussion is the heart and soul of this class, and if you're not here, obviously you cannot participate or contribute your thoughts. Participation also means more than just showing up and sitting silently – you are expected to **contribute actively** to class discussions. If we are to have a class based on lively discussion rather than tedious lecture, you must show up and you must speak out in our discussions – BOTH factors will be used heavily in determining your daily grade. Other factors that go along with a solid daily grade will include successfully completing all in-class writing activities; being punctual, prepared for, and attentive during class and conferences; having a positive attitude; and treating your classmates and teacher with respect. **If I find class discussion to be particularly weak, I'll assume this is in part because you're not reading the material fully, so I'll give unannounced reading quizzes – something I hope I will not have to do. If this does happen, the semester point total will be affected, though the grading scale will remain the same (90% = A, 80% = B, 70% = C, below 70% = NC).**

CONFERENCES: We'll have mandatory conferences for the first essay, during which we will discuss your rough draft of this assignment and any other questions you may have, but I encourage you to come by any time that you have a question or problem – that's what I'm here for! And the sooner I know of any difficulties you're having, the greater the help I can provide – waiting until a couple of days before an assignment is due or until the last few weeks of the semester to seek help isn't allowing yourself time to work and improve. If my office hours don't fit your schedule, we can arrange a conference at a mutually-convenient time.

A QUICK NOTE ON RESEARCH: In order to pass this class, you must complete a writing assignment in which you incorporate material from outside sources. We will **only briefly review** research methods and MLA parenthetical documentation, so see me *immediately* if 1) you've never written a research paper, 2) you've never used MLA parenthetical documentation, or 3) you've had problems (esp. w/ documentation or plagiarism) on previous research assignments – you'll need to allow time for extra conferences and instruction outside of class for this assignment.

E-MAIL/ VOICE MAIL: While I don't give out my unlisted home phone number, I do encourage you to contact me via e-mail (please send messages to both my EIU and personal accounts) or to call me at my office #, even at times other than my posted office hours. If I'm not in, leave a voice-mail message **INCLUDING YOUR PHONE NUMBER**, and I'll get back to you shortly – I typically pick up my messages daily (though less frequently on weekends). If my officemate answers, simply ask to leave me a voice-mail; otherwise, she'll dutifully take your message, but I won't receive it until I return to the office.

SPECIAL INFORMATION FOR ETIC SECTIONS (those that meet in rooms 3120, 3130, 3140, and 3210): Because there are numerous other classes needing access to the computer lab, we will alternate our time between the lab and a regular classroom (paired as either 3210/3140 or 3120/3130) – please consult your syllabus for each day's room assignment. The technology we have available to us will enhance our class dramatically – making it easier for us to write and revise our work, to share our writing with others, to locate information using the Internet, etc., but the technology is only a tool: our emphasis will be upon developing your writing skills and upon analyzing the assigned literature. I'll warn you, too, that the system is not perfect; occasionally "glitches" will arise, and we will need to be patient and flexible when dealing with these unavoidable problems. Because of potential technology-related problems, I urge you to save your work frequently, to create – on a separate disk – at least one back-up file for every document you write, to store all of your work in Rich Text Format (so it can be accessible on computers with different word-processing programs), and to store a copy of your essays and other writing in the "Work" folder for our section (I'll explain how to do this). **A note on computer etiquette:** The computers and printers in the ETIC are to be used only for your work in this class and only when I've instructed you to do so. You will be asked to leave if you use the computer or printer at unauthorized times, for purposes other than our work in this class (e-mail, surfing the Internet, researching a topic or doing an assignment for another class, etc.), or for offensive purposes (e.g. visiting racist, sexist, or pornographic sites). And because of the English department's limited budget, I must ask that you refrain from printing long documents (more than just a couple of pages) or even several short ones in the ETIC – such documents should instead be saved to disk and printed at the library, another campus lab, or using your own printer.

ENGLISH DEPARTMENT'S POLICY ON PLAGIARISM:

Any teacher who discovers an act of plagiarism – 'the appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (*Random House Dictionary of the English Language*) – has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.

MORE ON PLAGIARISM, ACADEMIC DISHONESTY, AND SEEKING APPROPRIATE HELP WITH YOUR WRITING: Plagiarism means taking the words or ideas or efforts of another person and passing them off as your own. To avoid it, take special care when using outside sources (including Internet sites): if you incorporate such material, you must cite in parentheses each author (or editor, or key word from the title if no author or editor can be determined) and page # -- after any sentences that include this material (and you'll need to include a Works Cited page with complete bibliographic information). **If you use both ideas and wording from a source it's not enough just to cite author and page #: you must also use quotation marks** around all words, phrases, or sentences taken from this source; failure to both cite and use quotation marks around "borrowed" language is plagiarism! If you have any questions about incorporating/citing source material, please see me **BEFORE** the assignment is due. And you even when you're not using outside sources, you must still be sure that all of the work is your own. If you have problems with your writing, you need to develop the skills necessary to overcome those problems, and I'm here to help you do that, but it won't happen magically or effortlessly or overnight. However, even though it takes hard work and is often a slow process, it's a far better choice than cheating. Please note that the F gained through academic dishonesty has a disastrous impact on your grade point average, but an NC gained honestly has no harmful effects upon your GPA. And by working hard, you might find yourself raising your skill level and grade to the C level – or even higher! – the honest way!

Acceptable help with your writing: consulting with me; heeding the advice of your peer evaluation group, who will respond to your work following a set of restrictions explained in class; seeking tutoring from the English dept. graduate assistants in the Writing Center (Coleman Hall 3110), who will help you with your writing, but without doing the work for you (tutoring, not proofreading).

Unacceptable help with your writing: the obvious shortcuts – having anyone proofread, edit, or polish your work; having anyone else write, rewrite, or correct any portion of your essay; taking anyone else's ideas and/or words and/or efforts and passing them off as your own; submitting an essay in which all or any portion thereof has come from a fraternity or sorority file or anyone else's essay, from an Internet site, term paper company, *Cliff's Notes*, *Masterplots*, *Versity.com*, *Pinkmonkey.com*, or any other "cheater" source. Remember: I enforce my department's plagiarism policy to the fullest.

*I wish each of you the best of luck this semester – and am happy to point out that only the few of you who refuse to do the necessary work for this class will be affected by most of these policies. For the rest of you – together we will work hard, but I hope we'll also have fun along the way. I hope not only to challenge you this semester, but also to encourage you, to inspire you, and to delight in your success. Welcome to my class – and I hope you'll soon feel that it's **our** class. I'm looking forward to a great semester!*

Spring 2003 Tentative Syllabus
ENG 1002-G, Veach
Sect. 018, 10 – 10:50 MWF, CH 3210/ 3140

(P = Meyer poetry book, F = Charters fiction book; D = Jacobus drama book; H = handout, WEAL = Griffith Writing Guidebook)

January

M 13, CH 3210 Intro to course and policies; writing sample; get acquainted activity
W 15, CH 3210 Poetry terms and tips; "Those Winter Sundays" (P 10)
F 17, CH 3210 Speaker: "Home Burial" (P 343-6) and commentary (P 367, 368)

M 20 ----- **Martin Luther King's Birthday Observed; No Class**
W 22, CH 3140 Speaker: "My Last Duchess" (P 164)
F 24, CH 3140 Imagery: "Traveling Through the Dark" (P 155), "Dulce Et Decorum Est" (P 102)

M 27, CH 3210 Imagery/Diction: "A Blessing" (H), "The Fish" (P 20)
W 29, CH 3210 Diction: "The Elder Sister" (H); "The Mother" (P 595)
F 31, CH 3210 Diction: "Daddy" (P 630); Theme: "The Gift" (H)

February

M 3, CH 3140 Essay # 1 Assigned; Review conventions of writing about literature, EIU English Dept. Grading Standards sheet, and sample essay
W 5, CH 3140 Tone: "Still I Rise" and "Race' Politics" (both H), "Harlem" (P 391)
F 7, CH 3140 An Author's Work – Anne Sexton: "All My Pretty Ones," "Her Kind," "The Twelve Dancing Princesses," "The Lost Ingredient," "The Truth The Dead Know," "The Starry Night," "The Farmer's Wife," "For My Lover, Returning to His Wife," and "To A Friend Whose Work Has Come to Triumph" (all H)

M 10, CH 3210 Finish Sexton poetry
W 12, CH 3210 Exam # 1 on poetry
F 14, ----- **Abraham Lincoln's Birthday Observed; No Class**

M 17, W 19 and F 21: No Class; instead meet at my office (CH 3055) at your scheduled time for conferences over rough draft of Essay # 1

M 24, CH 3210 **Essay # 1 due**; Elements of fiction lecture; Style and Plot Structure: "The House on Mango Street" (F 330) and "My Name" (H)
W 26, CH 3210 Plot Structure: "The Story of an Hour" (F 326 – 28)
F 28, CH 3210 Style: "Hills Like White Elephants" (F 646 - 650)

March

M 3, CH 3140 Narrative Point-of-View: "A Rose for Emily" (F 484 - 490); Essay # 2 assigned
W 5, CH 3140 Tone: "The Things They Carried" (F 1102 - 1115)
F 7, CH 3140 Metaphor, Allegory, and Hilarity: "The Kugelmass Episode" (F 20 - 29)

M 10, W 12, and F 14: **No Class – Spring Break!!!!!!**

M 17, CH 3210 Background on the Holocaust; Symbol: "The Shawl" (F 1172 – 1175)
W 19, CH 3210 Background on reservation life in the 1960's/1970's; Symbol: "The Red Convertible" (F 475 - 482)
F 21, CH 3210 Theme: "Sonny's Blues" (F 84 – 106)

M 24, CH 3140 **Exam # 2 – Fiction**; Bring your own paper, pen or pencil, and your textbook
W 26, CH 3140 *Hamlet*, Act I (D 327 – 338)
F 28, CH 3140 *Hamlet*, Act I (" ")

March, Cont'd

M 31, CH 3210 **Essay # 2 due; *Hamlet*, Act II (D 338 – 348)**

April

T 1, Location and time TBA: Screening of Kenneth Branagh's version of *Hamlet*; Mandatory viewing – if you can't attend screening tonight, you'll need to rent a copy of the movie or view copy placed on reserve at Booth Library;
Assignment for Monday: Response essay – compare your reaction to the video with your reading of the play – were you surprised by any of the director's or actors' interpretations? Did you interpret anything differently when you read the play? Etc.

W 2, CH 3210 *Hamlet*, Act III (D 348 – 362)

F 4 CH 3210 *Hamlet*, Act III (" ")

M 7, CH 3140 **Response Essay Due; *Hamlet*, Act IV (D 362 – 371)**

W 9, CH 3140 *Hamlet*, Act V (D 371 – 380) and final comments

F 11, CH 3140 *Death of A Salesman*, Act 1 (D 1185 – 1202); Essay # 3 and final project assigned

M 14, CH 3210 *Death of A Salesman*, Act 2 (D 1202 – 1222)

W 16, CH 3210 finish discussion of *Death of A Salesman*; **Project proposals due**

F 18, CH 3210 **Exam # 3, Drama** – bring your textbook, pen, and paper

M 21, CH 3140 Video of *Death of a Salesman* shown in class

W 23, CH 3140 Video cont'd

F 25, CH 3140 **Essay # 3 due**; Finish video; in-class work on project

M 28, CH 3210 In-class work on project

W 30, CH 3210 In-class work on project

May

F 2, CH 3210 Last regular class session; work on project

Thursday, May 8, CH 3140 **Final Exam Session – Section 018: 12:30 – 2:30: Project Presentations**